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ABSTRACT

This paper presents findings of a study that examined the effectiveness of professional-development programs for school administrators in Yap, as perceived by Yap principals. Data were gathered from: (1) a survey of 31 principals who participated in the programs over a 2-year period (1992-93 and 1993-94); and (2) a discussion with a focus group comprised of 8 principals, 4 central-office administrators, and 2 subject-area specialists. The survey respondents rated their programs according to seven leadership task areas. They reported that the programs were somewhat effective. Focus-group findings indicate that Yap lacked clear performance criteria for evaluating school administrators' competencies; most school administrators were ill-prepared for their jobs; Yap lacked an organized and systematic professional-development program for school administrators; and Yap had not conducted need assessments to determine training needs. It is recommended that Yap establish a Principals' Academy based on a certification program that is driven by principals' needs. A conceptual framework for the Pacific School Leadership Academy is offered, to be developed with the Community College of Micronesia. The appendix contains a copy of the survey. Three tables are included. (LMI)

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AN EFFECTIVENESS ANALYSIS OF PROFESSIONAL DEVELOPMENT PROGRAMS FOR SCHOOL ADMINISTRATORS IN YAP, SY 1992-93 THROUGH SY 1993-94

BY:

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I. INTRODUCTION

Data on the effectiveness of professional development programs for school administrators in Yap and elsewhere in the Federated States of Micronesia are generally sparse. From the evidence on hand, it is difficult to assess the worth of those programs. This difficulty may stem from two fundamental problems. The first problem is our inability to define the performance standards against which administrator effectiveness should be assessed, and the second and related problem is our inability to systematically assess performance once those performance standards are defined.

PURPOSE AND RESEARCH QUESTION

The purpose of this research is to answer, retrospectively, the question of worth: How effective were professional development programs for school administrators in Yap, as perceived by Yap principals who participated in those programs over a two-year period (SY1992-93 through SY 1993-94)?

With answers to this question, information can be used for planning and improving current and future development programs for school administrators.

II. REVIEW OF LITERATURE

"The skills needed by an effective school principal are so extensive and diverse they almost defy any attempt to list them" (Kimbrough and Burkett, 1990, p. 16). This sentiment exemplifies the complex task of being a principal and, of defining what really makes a principal effective. Attempts to identify skills crucial to principal effectiveness are being sought by researchers. Virtually all literature on effective schools indicates that the role of the principal is crucial to school success.

The principal is the key agent for achieving educational excellence. An administrator serves in many capacities, as an instructional leader and a liaison officer as well as a public relations officer of the school. An administrative leader should be able to work in harmony with all school personnel, both personally and professionally. The leader also should be sensitive to the needs of the staff and students yet possess the strength to make difficult professional decisions. The leader should be the projection of leadership as well as a model for professionalism.

As an instructional leader, the administrator should be able to work with teachers to insure that the proper curriculum content is being taught as effectively as possible. He should be able to evaluate teachers' performance as well as provide assistance in improving teaching strategies. He should work as a team member together with his teachers.

As a liaison officer, the administrator has to maintain an open line of communication with members of the school community. He should ensure that proper information is transmitted to appropriate people in the community and that appropriate information is channeled into the school as well. He should keep his community informed of school progress, making sure that its wills and desires

are considered and reflected in the school plans and activities. Likewise the school's needs and desires need to be communicated to the appropriate community members and leaders. He should also keep a line of communication open between and among his staff so information is shared and problems are solved. He should work with his staff and community in an open manner so that a positive image of the school is created and projected. An administrator serves as a unifying force in the school and its community, molding them together into a cohesive unit. This is a complex task that requires strategic planning and tactful maneuvering. (Hanson, 175-210)

Over the years, studies show that young and new principals initially are not feeling very competent as they enter the profession. They tend to have difficulty in coping with a wide range of tasks, establishing/improving communication, dealing with large number of decisions, and establishing and/or improving consultation procedures within the school. (Parkay and Hall 6-9) In a recent study to determine the level of competency that beginning principals perceived that they had in their areas of responsibility, it was indicated that most were moderately prepared or well prepared in all the areas. There were no areas or instances in which respondents perceived that they were poorly prepared. However, there were areas in which they were more competent than others. Some believed that they were least prepared in the areas of school finance, business management, and school facility management. On the other hand, some respondents thought they were well prepared in the areas of school-community relations and other tasks. Other challenges that caused frustrations among the new principals were role adjustment, authority, amount of responsibility, and time management. Of greatest challenges were delegating responsibility, becoming familiar with school operations, and becoming familiar with the role and the school. (James E. Lyons, Journal of School Leadership)

As the focus zeroed in on the principal as the catalyst for school reforms, principals and scholars are beginning to cast questions in the direction of preservice training for principals. "Certification of principals is currently not based on results, but on educational requirement." (Kathleen McCormick, 7-12) This assertion supported the notion that appropriate segment of the education community and the community at large should rally together in support of providing clinical experiences that would prepare principals for the job. This is further echoed by a University Council for Educational Administration (UCEA) report which states that "research reveals a variety of problems related to principal preparation, including lack of collaboration between school district and universities and lack of preparation programs relevant to the job-related demands encountered by school administrators. Universities, school districts, and professional organizations should cooperate more fully in the preparation of school principals" (Anderson, 15-25)

In response to this alleged shortfall, the National Association of Elementary School Principals (NAESP) created the National Commission for the Principalship to redesign principal certification programs. The Commission created a report that recommends blending traditional content-driven curricula interwoven with clinical experience and emphasizing the development of educational leadership; that is, principals' ability to affect student learning. (1990 Report for 21st Century Schools, the NAESP) The U.S. Department of Education's Office of Educational Research and Improvement (OERI) took this a step further by arguing that "the values, beliefs, and assumptions that drive restructuring schools are very different from those of traditional schools" (Mojkowski l991). They advocate changes in three different areas:

> The syllabus needs to blend attention to technical skills, such as resources acquisition and management and information use, with a heavier concentrations on people management skills, such as

creating dissonance, encouraging risk taking, and forging interdependencies. Training administrators for restructuring schools must prepare them to unleash and direct their powerful people resources toward the mission, goals, and improvement priorities of the schools.

Setting: The most appropriate settings for developing leaders are within schools that are restructuring or planning to restructure. Such contexts provide a fertile environment for blending theory with practice and for forming a learning community within the school....

Process: The education and training process should: 1) integrate learning and work; 2) emphasize; action oriented, problem solving approaches to training; 3) focus on the development of teams; and 4) be comprehensive, coherent, and continuous. (Mojkowski l991)

This wave of reforms in school administration that is reverberating throughout the United States School system must have a rippling effect in Pacific schools.

A study conducted by Pacific Region Educational Laboratory (PREL) in the Federated States of Micronesia (FSM) several years ago indicates that most principals who have degrees are only certified at the classroom level. This means that anyone who holds an AA or a BA can be certified as a classroom teacher and at the same time be eligible to be a school administrator. In other words, there is no set of requirements or criteria that govern school administration in the region. A high percentage of school administrators are AA-degree holders. The same study indicates that very minimal training is provided in the area of school administration. The training that has been offered in the past several years has been sporadic and disorganized. (Profile of Pacific Schools, PREL & NWREL & OERI)

Staff development for the Micronesian region has been done largely to satisfy certification-requirement policies rather than to address the issue of skills and competencies. There has been no attempt to formalize and/or standardize a certification program for school administrators unless they pursue it at the university level.

School administrators in the Federated States of Micronesia (FSM) occupy positions between school officials and policy makers and teachers who implement such policies. They must be able to interpret these policies and assist teachers in their implementation. Their position, like those elsewhere, is just as crucial to improving student performance. (Gary M. Grossman, et al : Achieving Educational Excellence: The Challenge of the 90's in Federated States of Micronesia, 1990) While the competencies of school administrators are being thoroughly digested under microscopic scrutiny everywhere in the U.S., in Micronesia, the challenge for now is simply to provide appropriate and pertinent opportunities for professional development for school administrators.

If Micronesia is to achieve political and economic self-reliance as it has been trying to do so for a generation, it must invest in its only resources; namely its human resources. (Asian Development Bank report on Human Resource Development in Micronesia: An Assessment of the Context and Conditions of Education and Training, 1994)

III. METHODOLOGY

The research question asked earlier will be addressed in two stages. The first stage will be planned and carried out using mainly quantitative research techniques. The results of this first-stage analysis are to be expanded and corroborated with qualitative techniques in the second stage.

STAGE ONE

School leadership performance standards will be defined based on standards appearing in professional literature (Anderson, Mark E. 20-25) that have been fine-tuned for Yap. Then those standards, which will be grouped into approximately seven clusters (e.g. school organization and management, curriculum and instruction, and more), will be incorporated into a survey that all Yap principals (n=32) will be asked to complete.

Their ratings will be made on a five-point ordinal scale (1 = little or no effect on performance; 5 = considerable effect on performance) and the ratings summarized by performance standards and also by clusters of performance standards.

A preliminary analysis will be made of the ratings that will show where Yap school administrators agree and disagree on the survey. Besides this analysis, a secondary analysis will be made of the results. This analysis will show patterns of responses for principals together with other patterns of responses that are separated by personal demographic variables, such as administrator experience and earned degrees.

Data analyses in this stage will be made and reported with basic summary statistics.

STAGE TWO

When the stage-one analysis is completed, a focus group comprised of principals and central office administrators will be asked to do two exercises:

1. Validate the researcher's analysis of the survey data, that is, to check out the accuracy and completeness of the analysis.
2. Expand the analysis by sharing information and insights on how the planning of professional improvement programs can be improved in terms of their relevance, timelines, and overall worth to school administrators.

This stage of the analysis will be carried out using mostly semi-structured interview questions

IV. FINDINGS

The question this research attempts to answer is: **How effective were professional development programs for school administrators in Yap, as perceived by school administrators who participated in those programs over a two-year period?** (SY 1992- 93 through SY 1993-94)

This chapter reports on replies received from a total of 31 school administrators to a survey the researcher administered early in the school year. The survey, **Effectiveness of Professional Development Programs for Yap School Administrators,** SY 1992-93 through SY 1993-94, had three parts:

a) administrator ratings of 37 leadership tasks grouped according to seven task areas,
b) a question about leadership skills needing further development, and
c) a question about specific courses, workshops, and training that have contributed significantly to improvements in leadership skills.

In the survey, respondents were also asked to provide demographic data about themselves relating to their highest earned degree, number of years as school administrators, and grade organization of their schools.

Reported below are findings connected with the three parts of the survey.

PART A . RATINGS OF 37 LEADERSHIP TASKS

Overall Findings

a) On a five-point ordinal scale, school administrators in Yap rated the training received somewhere between a 3.0 ("somewhat important") and 4.0 ("important") on the following five-point scale:

1= Training received not important to my development.
2= Training received of little importance to my development.
3= Training received somewhat important to my development.
4= Training received important to my development.
5= Training received very important to my development.

b) The highest rating was given to leadership task area G. Personal Attributes (3.68). This was followed closely by C. Staff Relations (3.59) and A. School Management and Planning (3.53). By contrast, the lowest rating was given to B. Curriculum and Instruction (3.14). Still, the lowest rating fell in the mid-range of ratings ("somewhat important.")

c) As to individual leadership tasks, the highest-rated task was: G1. Exemplify commitment to hard work and care for students and children of the community (3.9). Other tasks that were rated high were: C1. Become fully aware of the duties and responsibilities of staff and teachers (3.80) and G4. Able to work and get along with supervisor, subordinates, leaders and people in the community (3.86).

The single lowest-rated leadership task was B. 5 Participate in regular classroom observations to assess teaching and suggest instructional an management strategies (2.83). This was the only leadership task in the survey that was rated under 3.0. (See Table I.)

Table 1: Survey of Effectiveness of Professional Development Programs for Yap School Administrators -- SY 1992-93 through SY 1993-94
All Respondents (N=31)

LEADERSHIP STRANDS	AVERAGE	STD.DEVIATION
A. SCHOOL MANAGEMENT AND PLANNING	**3.54**	**.71**
1. Apply rules	3.53	.86
2. Plan time	3.4	.85
3. Know duties	3.8	.83
4. Plan meetings	.64	1.01
5. Develop master calendar	3.09	1.01
B. CURRICULUM AND INSTRUCTION	**3.14**	**.90**
1. Apply policies	3.19	.94
2. Coordinate curriculum	3.20	.90
3. Coordinate student program	3.23	1.13
4. Plan professional development	3.1	.95
5. Participate in observations	2.83	1.26
C. STAFF RELATIONS	**3.59**	**.85**
1. Become aware of duties	3.80	.94
2. Motivate faculty	3.53	1.00
3. Promote quality performance	3.46	.81
4. Promote cooperation	3.89	.97
5. Recognize needs	3.54	1.05
6. Supervise staff	3.19	1.07
7. Maintain relationships	3.54	.92
D. PUPIL RELATIONSHIP	**3.46**	**.73**
1. Apply rules	3.51	.91
2. Administer accounting	3.56	1.07
3. Administer conduct	3.46	.89
4. Administer activity	3.06	.86
5. Administer safety	3.5	.90
6. Promote high expectations	- - -	- - -
E. BUSINESS AND FACILITIES	**3.42**	**1.01**
1. Know budget process	3.06	1.17
2. Know requisition process	3.20	1.01
3. Know inventory system	3.48	1.15
4. Administer school grounds	3.68	1.07
5. Complete required reports	3.48	1.15
F. COMMUNITY RELATIONSHIPS	**3.38**	**1.00**
1. Assist school activities	3.26	1.08
2. Develop partnerships	3.03	.98
3. Increase parent support	3.36	1.09
4. Inform parents/community	3.66	1.12
G. PERSONAL ATTRIBUTES	**3.68**	**.79**
1. Exemplify commitment	3.9	.84
2. Know goals of BOE/DOE	3.4	1.03
3. Show loyalty	3.53	.94
4. Work with supervisors	3.86	.89
5. Value team work	3.83	.94

Finding by Sub-Group

Next, in analyzing the data by their highest earned 3.20 degrees, about 75% of school administrators reported their higher earned degree to be the AA degree, another 18% said their highest earned degree to be the BA degree, and the balance 7%, to be the high school diploma.

Owing to the small numbers of administrators with high school diplomas and with BA degrees, caution needs to be exercised in interpreting the findings that are reported below.

a) Among the three sub-groups of administrators with high school diplomas, AA degrees, and BA degrees, administrators with high school diplomas generally gave the most favorable ratings to the training that they received. Their ratings ranged between 3.3 and 4.43 for five of the seven task areas. At the same time, though, they gave the lowest ratings to the two remaining task areas, namely D. Pupil Relationship (2.93) and Business and Facilities. (2.80). Both of those ratings fell into the rating continuum, "Training received was of little importance to my development."

b) Administrators with BA degrees issued the lowest ratings to one task area, F. Community Relations (2.7). This rating also fell into the rating continuum, "Training received was of little importance to my development." (See Table 2.)

Table 2: Survey of Effectiveness of Professional Development
Programs for Yap School Administrators
SY 1992-93 through SY I993-94
By Highest Earned Degree

LEADERSHIP STRANDS	AVERAGE	STD. DEVIATION
A. SCHOOL MANAGEMENT AND PLANNING		
High School Diploma (n=2)	4.10	.14
AA Degree (n=21)	3.51	.73
BA Degree (n= 5)	3.24	.72
B. CURRICULUM AND INSTRUCTION		
High School Diploma	3.3	.42
AA Degree	3.12	.85
BA Degree	3.0	1.35
C. STAFF RELATIONS		
High School Degree	4.43	.60
AA Degree	3.66	.88
BA Degree	3.08	.72
D. PUPIL RELATIONSHIP		
High School Diploma	2.93	1.09
AA Degree	3.52	.73
BA Degree	3.16	.63
E. BUSINESSAND FACILITIES		
High School Diploma	2.80	2.26
AA Degree	3.41	.99
BA Degree	3.28	.80
F. COMMUNITY RELATIONSHIP		
High School Diploma	3.50	1.76
AA Degree	3.46	.99
BA Degree	2.70	.97
G. PERSONAL ATTRIBUTES		
High School Diploma	4.20	.84
AA Degree	3.81	.81
BA Degree	3.28	.67

In analyzing the survey results by years of experience as an administrator, administrators with over 10 years of experience dominated. Next to this group were those with 6 to 10 years of experience. Administrators with 1 to 2 years and 3 to 5 years of experience were few in numbers compared to the two groups of veteran administrators.

In light of the large number of veteran administrators and small number of beginning administrators, the findings reported below need to be interpreted cautiously.

1) Among the four sub-groups of school administrators with 1-2 years of experience, 3-5 years of experience, 6-10 years of experience, and over 10 years of experience, administrators with 6-10 issued the highest favorable ratings. Their ratings, which ranged from 3.55 to 4.14, were highest in all seven task areas.

   The group with the second highest favorable ratings were administrators with over 10 years of experience.

2) The group with 1-2 years of experience issued the lowest ratings, their ratings ranging from 2.4 to 2.91 in six of the seven task areas. (See Table 3.)

Table 3: Survey of Effectiveness of Professional Development
Programs for Yap School Administrators
SY 1992-93 through SY 1993-94
By Years of Experience

LEADERSHIP STRANDS	AVERAGE	STD. DEVIATION
A. SCHOOL MANAGEMENT AND PLANNING		
1 to 2 Years (n=5)	2.72	.57
3 to 5 Years (n=4)	3.0	.36
6 to 10 Years (n=8)	3.95	.54
over 10 Years (n=10)	3.71	.59
B. CURRICULUM AND INSTRUCTION		
1 to 2 Years	2.64	.53
3 to 5 Years	3.15	1.07
6 to 10 Years	3.55	1.16
Over 10 Years	3.11	.85
C. STAFF RELATIONS		
1 to 2 Years	2.91	.73
3 to 5 Years	3.29	.60
6 to 10 Years	4.14	.71
Over 10 Years	3.57	.91
D. PUPIL RELATIONSHIP		
1 to 2 Years	2.66	.70
3 to 5 Years	3.33	.60
6 to 10 Years	3.65	.47
Over 10 Years	3.52	.83
E. BUSINESS AND FACILITIES		
1 to 2 Years	2.4	.58
3 to 5 Years	3.53	.92
6 to 10 Years	3.85	.90
Over 10 Years	3.58	1.14
F. COMMUNITY RELATIONSHIP		
1 to 2 Years	2.5	.50
3 to 5 Years	3.44	1.26
6 to 10 Years	3.84	.78
Over 10 Years	3.37	1.20
G. PERSONAL ATTRIBUTES		
1 to 2 Years	3.16	.38
3 to 5 Years	2.93	.30
6 to 10 Years	4.15	.87
Over 10 Years	3.80	.75

PART B. LEADERSHIP SKILLS NEEDING IMPROVEMENT

Reported below are the tabulated responses to the question, "What are three specific areas or skills you need to develop in order to improve your administrative skills and make you a more effective school administrator? Please list them in priority. You can list more than three if you like."

Table 4 : Leadership Skills Needing Improvement, as Reported by 31 Yap School Administrators

LEADERSHIP STRANDS LISTED	FREQUENCY OF MENTION
1. School Management and Planning	17
2. Community Relationship	16
3. Curriculum and Instruction	07
4. Business and Facilities Management	07
5. Pupil Relationship	07
6. Management and Supervision	06
7. Staff Relations	06
8. Classroom Management	04
9. Testing and Measurement	04
10. Teaching Methods	02

Other comments that were made:

- Central Office Staffs/Program Specialist to do more training in identified
- Specific areas of need for school teachers and principals.
- Need to put in place a recognition program for school and the community.
- Quarterly Conferences with Neighboring Islands School Administrator.
- How to work with supervisors.

PART C. COURSES AND WORKSHOPS THAT HAVE CONTRIBUTED MOST TO ADMINISTRATIVE SKILLS

Reported below are replies to the statement, "Please list four or five courses, workshops, and training that you have participated in, and that you feel have contributed and enhanced your administrative skills."

Table 5: Courses, Workshops, and Training Contributing Most to Development of Administrative Skills

WORKSHOPS	FREQUENCYOF MENTION
1. Classroom Learning Assessment Workshop	10
2. Peer Coaching	09
3 Management and Supervision Workshop	09
4. Principal as an Instructional Leader	08
5. Classroom Management Workshop	07
6. Parental Involvement	05

Others that were listed:

- Math workshop.
- Conference with Neighboring Islands School Administrator.
- Positive discipline workshop.
- The Surviving Teacher
- Leadership for Literacy Development.
- Administrative Policy and Procedure Workshop.

QUALITATIVE ANALYSIS

In assessing the self-perception of principals' competencies against the 37 leadership strands/tasks, the results show that they gave themselves a high rating on the different strands in the following sequence: 1) Personal Attributes, 2) Staff Relations, 3) School Management and Planning, 4) Pupil Relationship, 5) Business and Facilities, 6) Community Relationship, 7) Curriculum and Instruction. However the variance in the rating is not too significant in that all fell in the mid-range of "somewhat important."

The focus group discussion centered on the following strand: Curriculum and Instruction. This strand was rated lowest although it rank #3 in Table 4 Leadership Skills Needing Improvement. Curriculum is a matter of state policy dictated from the top down. Although numerous trainings have been done in these areas, the lack of appropriate materials remains to be a problem which forces teachers to teach directly from available texts. Principals sometimes teach, which occupies the time that they could have otherwise used for class

observation. Sometimes principals lack the necessary skills and techniques to conduct meaningful class observations. Some principals do not have the self-confidence to observe a classroom teacher who either has a higher academic degree or more years of experiences than he/she has, let alone provide useful feedback or training for them. This perhaps accounts for the low rating the Curriculum and Instruction strand was attributed. The focus group agreed that this is an area that needs to be developed.

Although Personal Attributes received the highest rating, it falls in the group that we might still categorize as needing further training. Perhaps this high rating is attributed to the fact that most of the principals are from each of the respective communities and have been there for a long time. A sense of commitment and belonging is fostered.

Although there is a slight degree of variance in the school administrators perception of the strands, the group agreed strongly that more training is needed in all of these strands.

Although there is slight variance in the rating attributed to each of the clustered strands, in the sub-groups analysis, (by highest degree earned), high school diploma degree holders indicated that pupil relationship and business and facilities are strands that have not been impacted by previous training provided to them. Administrators with BA degrees, however, identified Community Relations as the area that needs to be strengthened.

Years of experiences seem to have an influence on how the administrators perceived and rated themselves on the strands. Administrators with 1-2 years of

experiences rated themselves low on all strands as opposed to those with 6-10 years of experience who rated themselves the highest, and over 10 years experience, the second highest. A possible explanation for this scenario perhaps is that those who rated themselves high have had enough experience and training that additional training within this period of time served as reinforcement that added meaning to their existing knowledge. Because they are more in number, perhaps training sessions were designed to cater to their needs. Those with the lower rating were beginners whose knowledge repertoire is not as extensive. Less years of experience caused them to perceive the training to be less meaningful. Perhaps taining has been provided for all, without regards to special and specific needs of the different sub-groups.

Table 4 lists in priority the different leadership strands or tasks reported by the school administrators in which they would like to have more training. Interestingly, there is a slight discrepancy from the needs that emerged in Table I. The skewed relationship can be attributed to the fact that the variance in ratings are so minute that they may not be at all significant in terms of their impact. Be that as it may, School Management and Planning, Community Relationship, and Curriculum and Instruction were listed as strands that are needed the most.

Table 5 lists workshops and trainings school administrators have taken which enhanced their administrative skills. The workshop and trainings listed are obviously limited both in scope and content as compared to the cluster of leadership strands identified to be central to effective school administration listed above.

How effective were professional development programs for school administrators in Yap, as perceived by school administrators who participated in those programs over a two-year period (SY 1992-93 through SY 1993-94)?

In my interview and discussion with the focus group, the following points emerged:

1. That up to this point, there were no clear understandings as to what leadership strands there are to measure Yaps' school administrators competencies against.
2. Most school administrators are ill prepared to be school administrators as evidenced by the level of degree they're holding. The type of degree they're holding may be in areas other than school administration.
3. There is no organized and systematic professional development for school administrators.
4. Professional development for school administrators is sporadic and intermittent.
5. There has not been any need assessments to determine specific area of training needs among administrators.

It is evident that in spite of efforts to develop school administrators, trainings that have been offered within this period have been limited to Management and Supervision which includes peer coaching, principal as instructional leader, parental involvement and classroom management. Training falls quite short of measuring up to the strands of leadership that have been refined for Yap school administrators; leadership strands that have been identified to be crucial to effective school administration.

The school administrator's rating on the strands have been consistent through out in their responses without significant degree of variance. Their rating of "somewhat important "and" important" on the average can be construed as a call for further trainings in all of the areas. This conclusion is validated by an interview of a focus group comprised of eight school administrators, four central office administrators and two subject area specialists by the researcher. All interviewees agreed to all of the points made above. They all agreed that a systemic reform should be put in place and that is to create and systematize a professional development program for all school administrators using the leadership strands as a base. This program is to be used for existing as well as aspiring principals to provide for a well trained pool of administrators that can well serve the system.

Given the current state of affairs in terms of the need to increase the caliber of school administrators as the key to improve student performance, the urgency to work in place a scheme for this purpose cannot be overly emphasized.

How effective were professional development programs for school administrators in Yap? They were "somewhat" effective.

V. DISCUSSION AND RECOMMENDATIONS

Education was once a family affair. Through time, it has revolutionized itself from that state to an institutionalization stage where its affairs and operations are centralized. Today, it has taken on a new systemic reform, that is decentralization again. This systemic reformation entails diversification and localization of its operation back to the community. Community members are finding themselves to be an integral part of today's education process. Students along with parents and other community interest groups are beginning to find themselves participating in decision making processes at their community schools. Staff members are assuming more and more responsibilities other than just teaching. Students performance is now becoming the focus of attention, and everything seems to hinge around it. School administrators are being held accountable. Never before have school administrators been challenged to reach for such higher ground.

Research has identified leadership strands or competencies that are crucial to effective school administration, one of which, a very important one, is the ability to improvise and/or adapt techniques and styles as administrators work along to fit the current working environment.

While some of these challenges are making progress in other places, school administrators in Yap are at the point where they're just trying to get past the initial hurdle that is, to gain awareness of and competency in leadership strands, tasks and skills that would add to their individual knowledge and skills repertoire that would make them a better school administrator in their own environmental

setting. (Yap administrators are typical of school administrators throughout the FSM)

Currently, there is an excellent personnel development program in Yap. Unfortunately, this program concentrates primarily on the certification of teachers. Undoubtedly, this program has contributed to the professional development of teachers and principals both; however, it is a program that is certification driven based on Institution of Higher Education requirements. For lack of professional opportunity, school administrators participate in this teachers program to be certified as classroom teachers instead of school administrators.

Certain limitations exist within this research. First, all respondents are my acquaintances. Whether this relationship influenced the way they responded to this survey, I have no way of knowing. Second, it is culturally inappropriate to portray negativism. There is a tendency to be positive to avoid being considered rude. Again I have no way of knowing.

However, based on this survey's results, my discussions and interviews with the focus group, and given possible short falls of this research, I offer the following recommendation.

First, a more thorough needs assessment must be conducted to identify specific areas of training needs among school administrators.

Second, a Principal's Academy should be set up based on a certification program that is driven by the needs of the principals. This Academy should be expanded to include other FSM School Principals, and it should be part of the

Community College of Micronesia curriculum. Course syllabi should be developed to incorporate principals' needs as identified. Following is a conceptual framework in the form of a proposal to be pursued with the Community College of Micronesia.

CERTIFICATE OF ACHIEVEMENT INFSM SCHOOL LEADERSHIP ACADEMY

PHILOSOPHY

The Pacific School Leadership Academy is deeply rooted in the belief that effective and successful education is determined by student performance and that positive student performance is realized only when the right school culture and environment is cultivated and nurtured. This situation occurs when the appropriate leadership, which is based on collaboration and consensus by and through stake holders, is instituted. This conviction is further echoed by the prevailing notion in the Pacific that education is a partnership between the individual, the family, and the community. Hence, the professional development of school leadership, particularly the principal, is critical as he/she serves as the catalyst in bringing together leadership groups that develop and shape positive school culture.

MISSION

The mission of the Pacific School Leadership Academy is to
provide opportunities for current as well as aspiring and upcoming school administrators to improve and hone their administrative skills and to prepare them to be effective school administrators in their regions. The Academy will

also provide for a forum for networking and sharing among these school administrators.

NEED STATEMENT

With the exception of Guam and the Commonwealth of the Northern Mariana Islands, few of the practicing school administrators are degree holders. The level of competency and confidence in performance is rather low. Very few school administrators have gone through formal training in school administration which explains the persisting need to have defined roles and responsibilities of school administrators understood.

In most instances, certification requirements for school administrators are ill defined or non - existent. On-going staff development efforts have focused on the needs of teachers as they are mandated to be certified. Administrators also need to develop greater awareness of current school trends and reforms.

OUTCOME

The goals of the Academy are to develop a cadre of :

- Effective school administrators who are capable of adapting leadership to the local setting. Children of each community have their own unique needs, characteristics and aspirations. Administrators must exercise leadership in pulling together the resources of the community to insure that student needs are met.
- Administrators who can provide leadership through team work and shared decision making. More and more, local school planning efforts are beginning to include administrators, students, teachers, parents and other community

members. Administrators need to be skilled in facilitating collaborative planning, shared decision making and empowerment to foster a healthy community/school relationship.

- Leaders who can facilitate and welcome self evaluation and criticism to determine program effectiveness or ineffectiveness for improved and/or new school reforms.
- Effective leaders who are good communicators, planners, problem solvers, risk-takers and who are solution oriented and facilitative as well as transformational leaders.

ADMISSION TO THE FSM SCHOOL LEADERSHIP ACADEMY

A student who has completed an Associate Degree with a GPA of 2.0 may apply for admission to the FSM School Leadership Academy.

ACADEMY REQUIREMENTS:

SEMESTER	CREDITS
Fall Semester:	**15 credits**
1. ED 352 Introduction to Educational Administration	3
2. ED 355 Special Problems/Research in Educational Administration	3
3. ED 362 School/Community Relationship	3
4. ED 370 Educational Law and Ethics	3
5. ED 387 Principles of School Management	3

Spring Semester:	18 credits
1. ED 389 School Supervision	3
2. ED 394 Educational Finance	3
3. ED 395 Seminar in Curriculum Administration	3
4. ED 397 Human Factors in Organization	3
5. ED 398 Conflict Management	3
6. ED 399 Practicum and Seminar	3
Graduation Requirements	**33 credits**

GRADUATION AWARD

A Certificate of achievement in School Administration will be awarded to students who complete the requirements for the Academy

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VII. APPENDIX

SURVEY

EFFECTIVENESS ANALYSIS OF PROFESSIONAL DEVELOPMENT PROGRAMS FOR YAP SCHOOL ADMINISTRATORS, SCHOOL YR. 1992-93 THROUGH SY 1993-94.

Directions

With this survey, we are trying to gather information about the effectiveness of training you've received over the last two years with the objective to eventually provide more appropriate training that would assist you and other potentials to become more effective school administrators. Training could have been in the form of workshops, meetings, technical assistance to your school, conferences, etc.

Listed below are standards in seven areas of administration against which the effectiveness of professional development programs for Yap School administrators may be judged. The period for judging the effectiveness of such programs is two school years, 1992-1993 through 1993-1994. Through this survey and a follow-up interview survey, the aim is to obtain information that will be useful for planning improvement for future professional development programs for school administrators in Yap. Your responses are confidential.

To help you rate the effectiveness of these trainings, thirty-eight Effectiveness Standards have been identified. Please respond to each standard, as it applies to your own professional development, using the five-point rating scale shown below.

School Administrators' Instrument

Rating	Meaning
1	Training received not important in my development
2	Training received of little importance to my development
3	Training received somewhat important to my development
4	Training received important to my development
5	Training received very important to my development

The intent is not to measure whether or not you're doing these standard well. It is to measure whether or not the training you have received in the last two year has assisted you in these standards. Please circle the response that best indicates your description of the importance of staff development in improving your skill in each area.

SURVEY INSTRUMENT

A. SCHOOL MANAGEMENT AND PLANNING	
1. Apply the roles, policies, and regulations relating to school management using documents such as the DOE model.	1 2 3 4 5
2. Plan administrative time effectively.	1 2 3 4 5
3. Know the duties and responsibilities of a school administrator and teachers.	1 2 3 4 5
4. Plan and conduct regular and productive staff meetings.	1 2 3 4 5
5. Develop and maintain an effective master calendar of school programs and activities.	1 2 3 4 5

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B. CURRICULUM AND INSTRUCTION	
1. Apply the policies, guidelines, and regulations relating to curriculum and instruction using established state curriculum frameworks and guides.	1 2 3 4 5
2. Coordinate curriculum improvement and implementation efforts.	1 2 3 4 5
3. Coordinate students programming requirements including registration, master scheduling, students file/portfolio, counseling and guidance program.	1 2 3 4 5
4. Plan and facilitate professional staff development activities.	1 2 3 4 5
5. Participate in regular classroom observations to assess teaching and suggest instructional and management strategies.	1 2 3 4 5
C. STAFF RELATIONS	
1. Become fully aware of the duties and responsibilities of staff and teachers.	1 2 3 4 5
2. Motivate faculty and staff to provide the best educational services for students with the available resources.	1 2 3 4 5
3. Promote and model high quality performance expectations.	1 2 3 4 5
4. Promote cooperation, respect and sense of unity among staff.	1 2 3 4 5
5. Recognize needs, strengths, and weaknesses of staff members.	1 2 3 4 5
6. Supervise and evaluate staff and teachers effectively.	1 2 3 4 5
7. Maintain a good professional and interpersonal relationship with staff and teachers.	1 2 3 4 5

D. PUPIL RELATIONSHIP	
1. Apply the rules, policies, and regulations relating to pupils using documents such as the school manual.	1 2 3 4 5
2. Administer student accounting programs such as attendance monitoring, student release, transfer, retention, attrition, and promotion. (student portfolio)	1 2 3 4 5
3. Administer student conduct/discipline procedures and plan.	1 2 3 4 5
4. Administer student activity programs including athletics.	1 2 3 4 5
5. Administer students safety, health, and welfare program.	1 2 3 4 5
6. Explain and make clear the expectations of the public schools to students.	
7. Promote high expectations of student achievement.	1 2 3 4 5
E. BUSINESS AND FACILITIES MANAGEMENT.	
1. Know the budgetary process, including preparation procedures, allocation and expenditure.	1 2 3 4 5
2. Know the system's requisition and purchasing process.	1 2 3 4 5
3. Know and administer the school property inventory system. (equipment, supplies and text materials)	1 2 3 4 5

4. Administer a school grounds program to foster safety, security, and beautification efforts.	1 2 3 4 5
5. Complete monthly/quarterly reports such as teacher, student attendance, enrollment, attrition, etc.	1 2 3 4 5
F. COMMUNITY RELATIONSHIP	
1. Assist and lead in activities or organizations supportive of School activities. (PTA, CSB, etc.)	1 2 3 4 5
2. Develop/establish school partnerships with parents, legislators, business, and community leaders.	1 2 3 4 5
3. Work to increase parental and community support for school activities.	1 2 3 4 5
4. Inform the parents and community about school programs, directions, and expectations through established communication channels.	1 2 3 4 5
G. PERSONAL ATTRIBUTES	
1. Exemplify commitment to hard work and care for students and children of the community.	1 2 3 4 5
2. Knowledgeable of the goals and policies of the Board of Education and the DOE as a whole.	1 2 3 4 5
3. Show loyalty and commitment in the promotion of the system's goal.	1 2 3 4 5
4. Able to work and get along with supervisor, subordinates, leaders and people in the community.	1 2 3 4 5
5. Value and encourage team working relationships.	1 2 3 4 5

H. WHAT ARE THREE SPECIFIC AREAS OR SKILLS YOU NEED TO DEVELOP IN ORDER TO IMPROVE YOUR ADMINISTRATIVE SKILLS AND MAKE YOU A MORE EFFECTIVE SCHOOL ADMINISTRATOR? PLEASE LIST THEM BELOW IN PRIORITY. YOU CAN LIST MORE THAN THREE IF YOU LIKE.
1.
2.
3.

I. Please list four or five courses and/or workshops/training that you have participated in, and that you feel have contributed and enhanced your administrative skills.

Highest Degree Earned (Check One):

___ H.S. Diploma

___ AA Degree

___ BA Degree

NUMBER OF YEARS AS SCHOOL ADMINISTRATOR (Pls put number of yrs.)

_____

School ___ Grades (e.g. K-6) Fill in as appropriate